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ABSTRACT

The deans or department chairs of the 46 state-approved schools and departments of education in North Carolina were surveyed to determine the impact of the state-imposed regulations on their program development and implementation efforts. The respondents were asked if the state-imposed rules and regulations governing teacher education programs made it difficult for institutions to offer the kinds of programs they wished to provide, restricted creativity, caused difficulty in curriculum development, or caused other specific administrative problems. The regulations were those involving program approval standards, accreditation review processes, and certification requirements and procedures. Some major findings were: (1) the more rigorous screening of candidates for admission to teacher education has resulted in significant improvement in the academic quality of teacher education students; (2) the currently used outcome measures of program quality (70 percent passing rate on the NTE exit tests and the 95 percent success rate of graduates in the Initial Certification Program) are generally perceived to be positive; and (3) among the standards for state program approval, the SDPI competencies and guidelines for specialty areas and professional studies were considered to have had a positive impact. One conclusion reached was that many reported difficulties with the regulations are related to the perceived burdensomeness of the process rather than disagreement with the criteria. Appendixes provide copies of the cover letter and survey instrument mailed to respondents. (LL)

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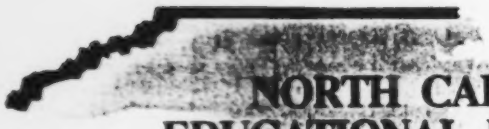

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PERCEIVED IMPACT OF STATE RULES AND REGULATIONS ON TEACHER EDUCATION PROGRAMS

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Perceived Impact of State Rules and Regulations on Teacher Education Programs

Lynn E. Williford, Ph.D.

May, 1993

PERCEIVED IMPACT OF STATE RULES AND REGULATIONS ON TEACHER EDUCATION PROGRAMS

Lynn E. Williford, Ph.D.
North Carolina Educational Policy Research Center

Executive Summary

Background

In North Carolina and many other states, the past decade was marked by the creation of a number of new and revised regulations and standards for the preparation of teachers. The Teacher Training Task Force, established by the North Carolina Legislature in 1991 to study issues related to the preservice and ongoing professional development of teachers, was interested in the effects of such regulations on institutions of higher education (IHE). As a result, the Task Force asked the North Carolina Educational Policy Research Center to survey the 46 state-approved teacher training programs concerning the impact of the state-imposed regulations on their program development and implementation efforts. The regulations of interest were those involving program approval standards and accreditation review processes, and certification requirements and procedures.

Procedures

Deans/chairs of the 46 schools and departments of education were the target respondents for the paper-and-pencil questionnaire and follow-up telephone interviews used to collect data. The questionnaire, which asked respondents to indicate whether specific rules and regulations have had a positive impact, no impact, caused difficulties, or needed modification to increase the effectiveness of teacher training efforts at their institution, had a completed return rate of 95.6%. Follow-up telephone interviews were conducted with 87% of the target population to obtain additional information on the nature of the impact of the regulations on program development and implementation efforts.

Findings

The criteria for admission to teacher education were generally perceived as having had a very positive impact on the program development efforts of the IHEs. Respondents indicated that the more rigorous screening has resulted in significant improvements in the academic quality of students in teacher education. Some concerns were raised about the effect of the NTE requirement on minority enrollment in teacher education.

The currently used outcome measures of program quality, the 70% passing rate on the NTE exit tests, and the 95% success rate of graduates in the Initial Certification Program, are

generally perceived as positive, but a number of institutions stated that these standards were not rigorous enough to have much of an impact on their programs. However, institutions with small enrollments stated that the 70% NTE rule was sometimes a problem, given that the failure of even one graduate could significantly affect their overall pass rate.

Among the standards for state program approval, the SDPI competencies and guidelines for specialty areas and professional studies were considered to have had a positive impact by a large majority of respondents. However, concerns were registered that the competencies in some areas were too detailed and prescriptive. Technical assistance from SDPI and peer reviewers had a very positive impact on IHEs efforts to achieve state program approval. NCATE accreditation reportedly had a positive impact on over half of the IHEs responding, but a number of respondents, particularly small IHEs, indicated that the time and expense involved in the process were excessive in relation to the benefits received.

Requirements for the professional development of methods faculty, including certification and renewal, were generally seen as having had a positive impact, but created unwelcomed additional paperwork. The Chapin Amendment was primarily seen as not feasible for IHE faculty, and other models for faculty involvement in the schools were suggested.

Lateral Entry was highly criticized as having created difficulties for teacher education programs in terms of both requirements and implementation. Primary concerns involve the perception of a contradiction between the state's efforts to raise standards for IHE preservice training and the creation of "back door" routes to teaching.

Conclusions

The results of the survey of North Carolina IHE's indicated that a number of the rules and regulations governing teacher education have had a positive impact on their program development and implementation efforts. A few differences were noted between types of institutions in terms of the effect of specific requirements. Historically minority institutions expressed more concerns about testing regulations. Small institutions reported more difficulties with regulations that involve achieving specific percentages (e.g., 50% Rule), and were more likely to report that the NCATE accreditation process had been burdensome.

Many of the difficulties with rules and regulations reported by the IHEs are related to the perceived burdensomeness of the processes rather than disagreement with the criteria. The majority of IHEs expressed a strong commitment to high standards, but would like to see modifications in some of the current regulations that would decrease the emphasis on prescribing the contents of teacher education programs, allow for more flexibility in procedural matters, and focus more on holding institutions accountable for the performance of their graduates. Such an outcomes-based approach should also include a comprehensive system of beginning teacher performance evaluation with a feedback loop that would give IHEs information to use in program improvement efforts.

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In addition, the following staff members at the Educational Policy Research Center conducted telephone interviews: Susan Battigelli, Deborah Polen, Tyndall Harris, and Kathy Hytten. Amy Deva provided expert production skills, and Denise Dragos assisted in the collection of questionnaires.

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Perceived Impact of State Rules and Regulations on Teacher Education Programs

INTRODUCTION

A new Teacher Training Task Force was established through legislation in 1991 to review the progress that had been made to implement the 39 recommendations made by the previous Task Force on Teacher Preparation in its 1987 report, *The Education of North Carolina's Teachers*, and to study additional issues related to the pre-service and ongoing professional development of teachers.

One area of interest to the Task Force was the impact of recent teacher education reform initiatives on the teacher training efforts at the institutions of higher education in North Carolina. Reports from national commissions in the early 1980's on the dismal state of education motivated many states to initiate new legislation and administrative rules and regulations, particularly in the area of teacher education (Prestine, 1991). North Carolina also witnessed a steady stream of additional regulations and upgraded standards for teacher education brought on by implementation of the Quality Assurance Program in the early 1980's and the recommendations of the Task Force on Teacher Preparation in 1987. In the past five years, all North Carolina teacher training institutions have had to implement these new and revised regulations by undergoing major program reviews by the State Department of Public Instruction (SDPI), the National Council for Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges and Schools (SACS), and preparing students to meet more rigorous requirements for program admission, completion, and initial and continuing certification.

To gain information about the impact of these regulations, the Task Force asked the North Carolina Educational Policy Research Center to design and conduct a study that would address these issues. Specifically, the Task Force requested

> a survey of schools of education to determine if various state imposed rules, regulations and restrictions governing teacher education programs have made it difficult for institutions to offer the kinds of programs they wish to provide, restricted creativity, caused difficulty in curriculum development, or caused other specific administrative problems (correspondence from Task Force co-chair, 12/9/92).

After meeting with the Task Force members and staff, it was decided that information on the positive impact of the rules and regulations would also be beneficial. As a result, the study was designed to obtain the perceptions of the heads of North Carolina teacher education programs with regard to the following:

1. **What has been the general impact (positive, none, or negative) of each of the major rules and regulations governing teacher education on the program development and implementation efforts of the institutions of higher education (IHEs)?**

2. **Which regulation(s) present the greatest barrier to the IHEs' efforts to develop and implement effective teacher education programs?**

3. **What aspects of the rules and regulations should be modified to increase the IHEs' effectiveness in delivering quality teacher training?**

The study used a mail questionnaire and follow-up telephone interviews to collect data to address these research questions. This report consists of a description of the study procedures and respondents, a report of the results by topic, a summary of major findings, and conclusions concerning the overall impact of rules and regulations on teacher education. The appendices contains copies of the cover letter and survey instrument.

PROCEDURES

The Population

The survey population consisted of the 46 North Carolina institutions of higher education with state approved teacher education programs. Target respondents for the questionnaire and telephone interviews were the chief administrative officers of the teacher training unit on each campus. These deans/chairs were encouraged in the cover letter to solicit the opinions of other faculty and staff who administer the teacher education program on their campuses in responding to the questionnaire.

Preliminary telephone calls were made to each of the deans/chairs to inform them of the purpose of the study, brief them on the procedures, and encourage their cooperation. The questionnaire and a cover letter from the Task Force co-chairs were mailed during the first week of April 1993, with a requested return date of April 23, 1993. Non-respondents were contacted by phone immediately after the due date, faxed reminder letters and replacement questionnaires one week later, and contacted by phone a final time on May 5, 1993. These procedures resulted in receipt of completed questionnaires from 44 of the 46 approved programs as of May 11, 1993, providing a 95.6% return rate.

Follow-up telephone interviews were conducted with 40 of the 44 deans/chairs who returned the completed questionnaire, for a response rate of 87% of the original population.

The Survey Instrument

To identify the specific state rules and regulations to be included in the questionnaire, the researchers met with the Task Force staff director and the director of the SDPI Teacher Education Services, who was also a member of the Task Force. With this input, items were constructed and draft versions of the instrument were reviewed by thirteen professionals in teacher education, including: directors of teacher education; deans of public, private, and predominantly minority institutions; a member of the State Evaluation Committee; university faculty; and other Task Force members and staff. These individuals provided feedback concerning the appropriateness of the contents, comprehensibility of items, clarity of instructions, and suggestions for the cover letter.

The items were structured so that participants would be prompted to give an indication of the impact of each of the following types of rules and regulations: (a) program approval requirements and processes, which included formal admission to teacher education, outcome measures of program quality, standards, and accreditation review procedures, and (b) certification

requirements and processes, which included testing regulations and administrative procedures. Participants were asked to check one or more of the following response categories for each rule and regulation:

(a) Has had a positive impact on your institution's program development or implementation efforts,

(b) Has had little or no impact on your institution's program development and implementation efforts,

(c) Has created difficulties for your institution's program development and implementation efforts,

(d) Could be modified to increase the efficiency or effectiveness of teacher training efforts at your institution.

Because a single regulation may have multiple implications for an institution, respondents were instructed that they could check more than one response category. For example, the same regulation might have a positive impact on some aspect of the institution's teacher training efforts, yet create difficulties in terms of its implementation or conflicts with other goals. Participants were strongly encouraged to comment on their responses in the additional space provided following each sub-category of regulations.

Two open-ended questions asked respondents to: (a) discuss the requirement(s) or regulation(s) that present the greatest barrier to their institution's attempts to develop and implement effective teacher training, and (b) elaborate on any other issues related to state requirements and regulations that the Task Force should consider.

Both the cover letter and the instructions printed on the questionnaire contained assurances that anonymity and confidentiality would be strictly maintained for all respondents and their institutions.

Follow-Up Telephone Interviews

The purposes of the follow-up telephone interviews were to obtain responses for omitted items, clarify specific responses, and to ask respondents to elaborate and provide examples for points made on the questionnaire. As a result, interview questions varied from institution to institution, with the average interview consisting of 3-5 questions and lasting 10-15 minutes.

Analysis

The questionnaires were analyzed by tallying the frequencies for each response category for the individual rules and regulations. Then, written comments provided under each topical area were coded by item referenced and the contents were analyzed to obtain supporting information and explanations for the responses given. Responses to the open-ended questions were analyzed to determine frequencies of particular concerns and recommendations. The additional information gathered from the telephone interviews was added to the written comments by topic.

RESULTS

The data collected from the questionnaire responses and interviews are first presented by topical area, followed by a summary of overall findings.

Criteria for Formal Admission to Teacher Education

Table 1 shows that for each of the criteria for formal admission to teacher education at least half of the respondents reported a positive impact on their institution's program development and implementation efforts. Several respondents remarked that raising the standards for admission to teacher education had resulted in a significant increase in the academic quality of students entering teacher training. Besides functioning as a screening device, the presence of more rigorous standards was said to "send a message" to prospective applicants and the public that teaching is a profession with high expectations for the knowledge and abilities of its members.

Passing scores on the National Teacher Examination (NTE) Communication Skills and General Knowledge tests. Despite the generally positive responses regarding the impact of the NTE requirement, concerns were raised about the use of these measures as a requirement for admission. Of the 25% of respondents who indicated that the minimum NTE score requirement had "no impact" on their programs, most explained that the cut-off scores were too low. On the other hand, the effect of raising minimum NTE scores on minority and non-traditional student enrollment in teacher education was a concern. Of the seven institutions that indicated that the minimum NTE requirement had created difficulties for their programs, six are historically minority institutions.

In addition, several respondents questioned the appropriateness of the NTE Communication Skills and General Knowledge tests for admission purposes, stating that the tests have no demonstrated empirical relationship to teaching effectiveness and are culturally biased. Respondents suggested that consideration be given to adopting other measures which might be more relevant for predicting success in teaching, including personality tests, interviews, recommendations, and the upcoming replacement for the NTE, the Praxis assessments.

Minimum 2.5 grade point average (GPA). Over 77% of all respondents indicated that raising the minimum GPA to 2.5 for admission to

Table 1: Criteria for Formal Admission to Teacher Education

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
Passing scores on the NTE Communication Skills and General Knowledge Tests	27 61%	11 25%	7 16%	3 7%
Minimum 2.5 grade point average	34 77%	8 18%	2 5%	3 7%
Completion of two years of general education course work	27 61%	18 41%	1 2%	1 2%
The 50% rule: Students must meet the above requirements for formal admission to teacher education before completing more than 50% of the professional sequence including student teaching.	23 52%	10 23%	11 25%	4 9%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

teacher education had had a positive impact on the academic quality of students admitted to their programs. The minimum GPA requirement was described as having enhanced the prestige of the teacher education program on campus, and reduced the number of students with academic problems in upper level course work.

The 50% rule. The most problematic admission requirement was the "50% Rule," which stipulates that institutions must not allow students to complete more than 50% of the professional education course sequence, excluding student teaching, before meeting the NTE and GPA criteria to be formally admitted to teacher education. While controlling admission and enrollment in education courses was seen as important, the process of monitoring and enforcing this rule was described as very time-consuming for advisors. Some respondents noted that it was awkward and somewhat arbitrary to delineate a halfway mark in their professional education curriculum, and two suggested that students should not be allowed to take any education courses prior to qualifying for formal admission. The 50% rule appears to be a particular problem for small IHEs who cannot offer all courses each term. They reported difficulties in applying this rule to transfer students and post-baccalaureate students who miss the deadline to take the NTE and then must wait an entire year to get back on-track in the program sequence. Some flexibility in administering this rule was requested by several small IHEs.

Outcome Measures of Program Quality

The two outcome measures currently used as indicators of program quality for state program approval purposes are: (a) a 70% passing rate for program graduates on the NTE Professional Knowledge and Specialty Area tests (exit tests required for teacher certification), and (b) a 95% successful performance rate for program graduates in the Initial Certification Program.

Table 2 reveals that 41% of the responding institutions indicated that the requirement of a 70% passing rate for the NTE exit tests had had a positive impact on their program development efforts, and 55% reported a positive impact from the rule for 95% successful performance of graduates in the Initial Certification Program. Comments from these respondents reflected a belief that teacher education programs should be held accountable for the performance of its graduates. Three respondents explained that these requirements motivated them to be more selective in admissions and to pay more attention

Table 2: Outcome Measures of Program Quality

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
Required 70% passing rate for program graduates on the NTE Professional Knowledge and Specialty Area Tests	18 41%	19 43%	9 20%	5 11%
Successful completion of 95% of program graduates participating in the Initial Certification Program	24 55%	20 45%	0 0%	1 2%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

to the congruence between the contents of their curriculum and the NTE exit tests.

However, a relatively high percentage (43% and 45%) of respondents indicated that these two regulations have had no impact on their programs. Respondents explained that their students typically performed well on both measures, and that the standards themselves were not rigorous enough to have an impact on their programs.

Seventy percent pass rate on the NTE Professional Knowledge and Specialty Area tests. Nine institutions reported that the required 70% NTE passing rate had caused difficulties for their programs; eight were historically minority institutions. Several respondents questioned the appropriateness of using the current NTE tests as outcome measures due to cultural bias in the instrument and the observation that some students who score poorly on these tests have done well in their academic course work and exhibited excellent performances in student teaching. There were also concerns about the match between the state's specialty area competencies and the contents of some of the NTE Specialty Area tests, especially for Middle Grades Science ("Earth-Space Science").[1]

Most frequently, difficulties cited with the required 70% passing rate on the NTE exit tests involved the accuracy of the test score data and the calculation of the passing rate. Previously, the institutional performance data supplied directly to SDPI from the Educational Testing Service potentially contained scores of individuals who were not actually graduates of the program, or who had perhaps graduated years earlier.[2] Five of the small private teacher education programs also expressed fears that given their overall low number of test-takers, a single failure could put their program below the 70% passing rate.

Ninety-five percent successful performance rate in the Initial Certification Program. None of the institutions responding to this survey reported any difficulties with the performance of their graduates in the Initial Certification Program. This is consistent with SDPI records that show that statewide fewer than 20 persons each year fail to achieve continuing certification out of the hundreds that are eligible to be considered.

Beyond the problems with the assessment and reporting of these requirements, the most frequent criticism was that these two outcome measures were simply not very informative indicators of program quality. As one dean remarked, "An IHE can look good on paper in terms of the 95% rule and NTE, but these don't really tell you how their graduates are doing in the classroom and how their performance relates to their training." A number of respondents recommended that the state investigate the development of better indicators of program quality, some of which might be qualitative in nature. Most importantly, the system should have some mechanism for providing specific feedback to programs about their graduates' teaching performance, for program improvement purposes.

State Program Approval: Standards

The major criteria or standards for state program approval are listed in Table 3. It should be noted that the mandate for NCATE accredita-

[1] The use of this particular test was discontinued by the State Board of Education at its May 5, 1993 meeting, because of its mismatch with the state's standard course of study

[2] Recent revisions in this process will soon allow IHE's to verify that the scores for which they will be held accountable are actually those of their own recent graduates.

Table 3: State Program Approval - Standards

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
Standards for approval of innovative and experimental programs	13 30%	23 52%	3 7%	5 11%
Competencies and guidelines for specialty areas	32 73%	2 5%	6 14%	13 30%
Competencies and guidelines for professional studies	35 80%	2 5%	4 9%	9 20%
Accreditation of the IHE by the Southern Association of Colleges and Schools (SACS)	32 73%	12 27%	0 0%	0 0%
Accreditation of the professional education unit by the National Council for the Accreditation of Teacher Education (NCATE). [Note: This requirement is undergoing modification.]	25 57%	2 5%	13 30%	14 32%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

tion was under consideration as this survey was being administered, and in May 1993 the State Board of Education moved to make NCATE accreditation voluntary. However, since NCATE was an integral part of the program approval process experienced by these respondents, their perceptions of its impact on their program development and implementation activities in the past five years will be included.

As can be noted in Table 3, most aspects of the standards for program approval were reported to have had a positive impact on program development and implementation efforts by at least half of the institutions. The comments made by these IHEs reflected a belief in the need for a program approval system with rigorous but appropriate standards, guidelines, and minimum outcome requirements. Accreditation was described as a necessity for teaching to be recognized as a true profession by the public, as well as to provide assurance that graduates possess certain minimal competencies.

Four respondents mentioned that the program approval standards had helped hasten some program improvement efforts they had already initiated. The necessity of meeting particular standards to achieve accreditation had been instrumental in directing the attention of their institutions' chief academic officers to the resource needs of the teacher education program. For example, two institutions described how they had used the competencies and guidelines as "leverage" to obtain permission to add early field experiences to the required curriculum, and to convince arts and sciences departments to offer specific courses that were previously unavailable to education majors.

The frequencies with which institutions indicated that standards had created difficulties for their programs or needed to be modified varied according to the accrediting body. Not one institution noted difficulties posed by SACS standards, or suggested modifications. However, a moderately high percentage of respondents checked that NCATE standards had created difficulties (30%) and/or should be modified (32%). Modifications were also recommended in the SDPI competencies and guidelines for professional studies (20%) and specialty areas (30%).

Standards for approval of innovative and experimental programs. Half of the institutions reported "no impact" from the SDPI standards for approval of innovative and experimental programs, and only eight respondents commented on these standards. One respondent stated that their institution had deliberately limited any program innovations to what they thought would be accepted by NCATE. Several respondents remarked that they did not perceive the SDPI standards for innovative and experimental programs to be very encouraging of innovation and experimentation in actual practice. One respondent described their program as being quite innovative, but stated that trying to make the program "fit" into the innovative program standards was more difficult and time consuming than going through the regular approval process. Three respondents recommended investigating ways of revising these standards so that they fostered more experimentation and innovation in programming. Developing new programs requires flexibility, support, time, and encouragement, and some freedom from "hoops to jump through," according to two respondents.

SDPI competencies and guidelines for specialty areas. The SDPI competencies and guidelines for specialty areas were reported to have had a positive impact on programs by a high percentage of institutions. However, thirteen respondents commented that there were too many individual competencies prescribed for each specialty area, and that they were specified in too much detail, particularly in mathematics, science, and middle grades. One respondent pointed out that although the state uses a competency-based approach to the specialty area curriculum instead of requiring specific courses or credit hours, teacher education programs must in practice identify courses in the arts and sciences departments to cover all the competencies. The more numerous and detailed the competencies, the more courses that must be taken, resulting in a loss of flexibility within the curriculum and reduced potential for creativity in program development. This "top-down" approach on the part of the state should be replaced with a more site-based management approach to curriculum development, according to several deans. In addition, four respondents indicated that in some cases the competencies are not representative of the most current research or best practices, are inconsistent with standards of professional associations in the content area, or do not correspond to the public school curriculum.

A number of respondents suggested streamlining these standards by strengthening the more generic guidelines, and reducing the number of competencies to those that represented the most paramount skills and knowledge. Faculty in individual programs should then be allowed to determine the specific elements to be emphasized in their curriculum. The new K-6 guidelines were frequently mentioned as a good model for designing rigorous yet broader categories which permit more institutional discretion in determining the contents of the curriculum.

SDPI competencies and guidelines for professional studies. Again, the large majority of institutions indicated that these requirements had had a positive impact on their programs. A few concerns were voiced about overspecification of the competencies. Two respondents indicated that a greater distinction needs to be made between the professional studies guidelines and competencies for undergraduate and graduate teacher education programs.

The Southern Association of Colleges and Schools (SACS). The requirement for accreditation of the IHE by the SACS was noted as having had a positive impact for 73% of respondents. However, the written comments suggested that SACS standards were perceived as far less rigorous than those of NCATE or SDPI, and having less direct impact on the teacher educa-

tion program because of its major focus on the institution as the unit of analysis.

NCATE Accreditation. Although over half (57%) of respondents indicated that NCATE accreditation had had some positive impact on their programs, there were more citations of difficulties and recommendations for modifications in NCATE criteria than for any other kind of standard. Some of the positive outcomes cited for NCATE accreditation included public recognition that the institution had achieved national standards, and the identification of strengths and weaknesses. However, several respondents indicated that the time and expense associated with NCATE were excessive and that the results have not proven to be beneficial to the institution in terms feedback for program improvement purposes. Small institutions in particular reported the value of the NCATE accreditation effort to be negligible. Furthermore, NCATE standards were described by some IHEs as "backwards-looking" in that they focus more on measuring inputs rather than outcomes.

Several respondents also indicated that NCATE criteria were rigid and discouraged innovation and experimentation within teacher education programs. The standards were also regarded as intolerant of differences in institutional types and missions, appearing to be more oriented toward large research-oriented institutions as opposed to liberal arts colleges.

State Program Approval: The Review Process

As might be expected, respondents attributed considerably fewer positive impacts and more difficulties to procedural aspects of the program approval review than to the standards. (See Table 4.) Overall, the process of preparing for two large, detailed accreditation reviews (SDPI and NCATE) simultaneously was reported to be extremely laborious, expensive, and took valuable time away from teaching/supervising students. The preparations were reported to be especially difficult for small institutions that have only a skeletal staff during the summer months.

SDPI technical assistance and peer review. Clearly, the technical assistance provided by the SDPI Division of Teacher Education staff and peer reviewers had a very positive impact on the vast majority (86%) of institutions' efforts to prepare their programs for review. The comments indicated that this assistance helped avoid costly misunderstandings concerning procedures and interpretation of rules and provided substantive advice concerning program strengths and weaknesses.

Preparation of the institutional profile/ report, and the visit schedule and procedures. About 57% of respondents reported that the self-study process had brought them together as a faculty to jointly determine the goals and direction of their program, which was a very positive experience. However, a number of respondents recommended considering ways of streamlining the current procedures for preparation of the institutional profile/report (32%) and the schedule and procedures for the actual visit (27%).

Respondents said that the joint SDPI/NCATE visitation procedures resulted in too many reviewers being on campus at the same time, which led to considerable confusion. Two respondents recommended that for the specialty area reviews, an on-paper review be initially conducted by two or three experts in that field. Only if problems with the program are detected as a result of the paper review should specialty area reviewers be sent on the actual visit. The rest of the review team could then focus more on the unit and perhaps conduct follow-up inquiries on minor problems identified by the specialty area reviewers if necessary. In addition, several respondents

Table 4: State Program Approval - The Review Process

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
Technical assistance provided by SDPI staff and peer reviewers	38 86%	6 14%	0 0%	1 2%
Preparation of institutional profile/report and documentation	25 57%	3 7%	14 32%	14 32%
Visit schedule and procedures	21 48%	11 25%	4 9%	12 27%
Preparation of rejoinders	21 48%	15 34%	9 20%	4 9%
The role of the State Evaluation Committee	24 55%	13 30%	4 9%	5 11%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

commented on the need to schedule all accreditation visits across ten-year rather five-year cycles, so that the preparations for the various accrediting bodies that oversee teacher education programs do not pile up and take extended periods of time away from program implementation.

Preparation of rejoinders and the role of the State Evaluation Committee. The preparation of rejoinders and the role of the State Evaluation Committee in reviewing the team reports from accreditation visits and making final recommendations to the State Board of Education were not considered to be particularly problematic for teacher education programs, as "no impact" was frequently given as a response in this category. Some concerns were raised by three respondents about the potential for conflicts of interest within the State Evaluation Committee, given that the group is composed of individuals who also serve as program heads and team reviewers. Two others suggested reducing the size of the committee to five members, and providing training that might result in more consistency in decision-making. However, several respondents mentioned that their SDPI report rejoinders received careful and thoughtful consideration by State Evaluation Committee members and that the process was fair in terms of providing adequate due process.

Professional Development for Teacher Education Program Faculty

Methods faculty certification and required institutional plans for continuing professional development. The responses on both the questionnaire items and written comments indicated fairly strong support for the certification and continuing professional development of teacher education faculty. These two regulations were estimated to have had positive impacts on program quality by the majority of institutions (66% and 61%, respectively). However, the administrative aspects of monitoring the certification status and renewal of faculty were reported to be quite burdensome for a number of institutions, particularly large public IHEs with many full, part-time, and adjunct faculty. In addition, the clause in the regulation which allows for substitution of the Curriculum-Instructional Specialist certificate in place of the specialty area certificate for methods faculty was criticized.

Chapin Amendment. Both the questionnaire responses and the comments indicated that the Chapin Amendment had been largely "unworkable" for IHEs. The campus responsibilities of the faculty members simply did not allow for two-week or more absences to teach in the public schools, and could not be adequately covered by an exchange with a public school teacher. Furthermore, several respondents commented that meaningful interactions with the public schools for the purpose of updating faculty teaching skills and knowledge about the school context could not happen in such relatively short and irregular stints. Over a third of the respondents suggested that while the Chapin Amendment was well-meaning, there were other more promising models for faculty involvement in the public schools, such as the professional development school .

Certification Requirements

Number of certification areas. Reactions to the number of distinct certification areas and levels were somewhat mixed. Approximately 48% of respondents indicated that the degree of specialization contained in the current list of state certification areas was beneficial for their program development and implementation goals. One respondent explained that the increased knowledge needed to work in certain areas, such as special education, required highly specialized personnel. However, almost a quarter of the respondents recommended reducing the total number of areas, particularly in the fields of science and social studies. This would be particularly helpful to small IHEs by enabling them to spread their resources over a smaller number of specialized programs.

NTE Exit Tests. Use of the NTE Professional Knowledge and Specialty Area tests as exit criteria for certification was considered to have had a positive impact on the program development efforts of only 45% of the institutions. The difficulties respondents associated with the use of the NTE tests were essentially the same as those discussed in the earlier sections on NTE test scores.

Alternative certification. The questionnaire item with the lowest percentage of respondents indicating any positive impact concerned the state's provisions for alternative certification. About 40% of the institutions surveyed indicated that such provisions had caused difficulties for their programs, and 50% checked that these policies should be modified. Almost 80% of the respondents voluntarily elaborated on

Table 5: Professional Development for Teacher Education Program Faculty

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
Methods faculty certification requirement	29 66%	7 16%	11 25%	6 14%
Required institutional plans for the continuing professional development (certificate renewal) of methods faculty	27 61%	8 18%	8 18%	5 11%
The Chapin Amendment, involving university faculty in teaching in the public school classrooms	7 16%	17 39%	14 32%	15 34%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

Table 6: Certification Requirements

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
The number of distinct specialty areas and levels	21 48%	10 23%	6 14%	10 23%
Testing regulations (NTE Professional Knowledge and Specialty Area Tests)	20 45%	15 34%	9 20%	4 9%
Provisions for alternative or consortium-based certification programs (Lateral Entry, Teach for America, IHE/LEA consortia, etc.)	3 7%	11 25%	17 39%	22 50%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

their views of the alternative certification requirements in the comments section. Because of the wide range of problems cited by institutions from the Lateral Entry policy alone, their comments were summarized as follows:

- *Lateral Entry provisions are "abused" by public schools administrators who hire untrained individuals in areas where there are plenty of certified teachers (elementary education, English, social studies).*
- *Persons are hired by the LEAs that would not qualify for admission to regular IHE pre-service programs.*
- *Persons are hired who cannot possibly complete the requirements in the five years allowed.*
- *Ethical pressure is exerted on IHE's to work with individuals who are already teaching in the classroom without training.*
- *Expectations for requirements are inconsistent; students shop around to find the IHE that will require the fewest hours.*
- *Candidates need immediate help with teaching methodology, and such courses are not adaptable to independent study or short-term workshops.*
- *IHEs are expected to waive student teaching based on teaching experience they did not supervise.*
- *Lateral Entry is also unfair to candidates who are placed in the classroom without adequate preparation and expected to take courses simultaneously.*
- *Lateral Entry demeans the teaching profession; it is a direct contradiction to all the efforts made in recent years to upgrade and strengthen pre-service teacher training.*
- *IHEs are bound by rigid and inflexible rules regarding program approval and certification of their graduates; yet LEAs have few restrictions on hiring through Lateral Entry.*

When respondents were asked in the interviews to comment on the other forms of alternative certification besides Lateral Entry, several related positive experiences with Modified Cer-

tification. The Modified Certification Plan is used primarily with already-certified and experienced teachers who need to add an area of certification to continue in a specific assignment. This approach involves collaboration between the IHEs and LEAs in assessing the individual's credentials and planning for the remediation of deficiencies through a mutually agreed-upon series of courses and experiences. The respondents indicated that this approach did not pressure them to lower standards but instead to work collaboratively with the schools to develop appropriate professional development plans for individuals who had already demonstrated basic teaching competencies.

Several of those interviewed expressed interest in the potential for developing LEA/IHE consortia as a vehicle for delivering alternative but high-quality certification programs that are not easily offered or completed through colleges and universities. Such programs could benefit IHE programs by reducing some of the current pressure to offer courses in non-traditional time slots, as well as to further efforts to collaborate with public schools in professional development efforts. However, several respondents who are currently involved with existing IHE/LEA consortia stressed the need to monitor the quality of the training offered and to avoid duplication of IHE programs in the area.

Certification Processes

With the exception of the Lateral Entry process, most of the procedures related to certification listed in Table 7 received mixed responses concerning their impact.

Candidate for Professional Certification (CPC) system and the application process for graduates. In the case of the Candidate for Professional Certification (CPC) system and the application process for program graduates, some of the respondents who reported a positive impact on their programs (45% and 52%, respectively) used the comments section to explain that these processes had improved somewhat in recent years. The difficulties reported were the frequent and confusing changes in procedures and the need for additional clerical staff to manage the large volume of paperwork required.

Alternative certification. The process of dealing with Lateral Entry certification procedures was checked as having created difficulties for programs with even more frequency (45%) than the problems posed by the Lateral Entry requirements discussed in the last section. Again, because the range of difficulties mentioned was broad, they are listed below:

- *There are numerous misunderstandings regarding the respective roles and responsibilities of the IHE, LEA, and the Lateral Entry candidate.*
- *There is no organized system of communication among the IHE and the LEA concerning either requirements or performance evaluation.*
- *IHEs cannot always schedule course work at night or weekends to accommodate the schedules of Lateral Entry teachers.*
- *Lateral entry candidates require additional advising from faculty due to their unique status and needs.*

Over 43% of respondents indicated that modifications were needed in the Lateral Entry process to protect IHE resources for existing programs and maintain some integrity in the certification process. Several respondents recommended that IHEs be involved in the hiring process, when Lateral Entry candidates are involved, and that contractual agreements be made

Table 7: Certification Processes

Number and Percentage* of 44 Respondents

	Positive Impact	No Impact	Has created difficulties	Should be modified
The Candidate for Professional Certification (CPC) system	20 45%	10 23%	13 30%	5 11%
The application/recommendation process for program graduates	23 52%	15 34%	5 11%	2 5%
Procedures for Lateral Entry and Modified Certification	6 14%	10 23%	20 45%	19 43%
Add-on certification process	15 34%	23 52%	3 7%	3 7%
Initial Certification Program, involving IHE assistance to LEA's with mentoring of beginning teachers	18 41%	16 36%	5 11%	13 30%

*Row totals may equal more than 100% since respondents were allowed to check more than one response category.

between the IHE, LEA, and candidate regarding the program of studies and all other requirements for certification. The collaborative model that has worked well so far in the Modified Certification process was recommended for adoption with Lateral Entry to reduce communication problems. Also, it was suggested that funding from the participating LEAs and the state should be made available for the IHE's to establish special summer training sessions for Lateral Entry candidates, thereby relieving some of the scheduling problems.

Initial Certification Program. Regarding the Initial Certification Program, 41% of IHEs indicated that this effort had had a positive effect on their program development efforts. However, 36% of respondents reported little or no impact on their program, primarily because they were not involved with assisting LEAs with the mentoring of beginning teachers. Several respondents remarked that their institutions were willing and had in fact offered their assistance to LEAs, but had had no requests to date. Lack of funding was listed as a barrier to for full implementation of the collaborative efforts as originally designed.

Summary and Conclusions

In reviewing the results of this study of the impact of rules and regulations on teacher education programs, some limitations should be kept in mind. First, it should be noted that these data represent perceptions, observations and opinions. Second, the perceptions and opinions expressed through the questionnaire and interviews are in most cases those of only one person at the IHE, the dean or chair of the education department. Therefore, these perceptions might not be representative of other parties involved in teacher education, such as instructional faculty, their students, and public school personnel who employ the graduates of these IHEs.

However, the contents of the responses made by the deans/chairs on the questionnaire and subsequent interviews are quite consistent in

many respects, and may be summed up as follows.

Perhaps the most interesting finding from the responses to these items is the agreement across institutions of the positive impact to teacher preparation programs of many state rules and regulations. There was considerably less consensus about those rules and regulations that had no impact, those that had created difficulties, or those that should be modified (See Table 8).

While there was variety in the state rules and regulations that institutions found beneficial, there was agreement that regulations for high standards for entry into teacher education and the specification of competencies were helpful. Regulations that had little or no impact were those which many institutions found to reflect standards that most of their students surpassed or activities, such as those suggested by the Chapin amendment or collaboration with LEAs in the Initial Certification Process, that were not feasible for many.

Rules and regulations that created the greatest difficulties for institutions were those associated with alternative certification and institutional accreditation (primarily NCATE). Regulations that should be modified mirrored those that created difficulties for institutions and those respondents described as difficult to implement.

At the end of the survey respondents were asked to summarize their views regarding the greatest barriers to program development. Their responses were similar to those found in the results to specific items. Respondents listed: (a) the accreditation process, specifically NCATE, (b) problems with the NTE, and (c) alternative certification to be the greatest barriers to the development and implementation of effective teacher education programs. In addition, seven respondents listed state guidelines and competencies as the greatest barrier, due to the excessive degree of specificity. Respondents also found the ongoing management, monitoring, and reporting functions associated with certification and other state rules to be a barrier. Finally, respondents reported that the rules and regulations were too focused on processes and not enough on outcomes.

The final questionnaire item was an open-ended question which asked respondents if there were any other issues related to requirements and regulations that they would like to bring to the attention of the Task Force. Many of the discussions were elaborations on responses made elsewhere in the questionnaire, and for the most part have already been described.

However, the issue raised most frequently can best be summed up by one respondent who commented, "we should focus on outcomes; more regulation is not the key to improving teacher education programs." A number of respondents suggested the development of a performance-based accountability system for IHEs similar to that currently being implemented in the public schools. Such a system would mean that the state would move from specifying the contents of programs to holding IHE's accountable for the performance of their graduates. The current accreditation process used for program approval would be greatly simplified, with flexibility granted to the institutions in matters such as admission policies, certification of methods faculty, and curriculum contents, as long as their graduates performed at desired levels.

Several respondents described how the time and money saved through the deregulation of accreditation processes could be funneled into the development of a comprehensive teacher performance evaluation system. Furthermore, respondents indicated that an effective evaluation system would need to focus on adopting new outcome measures that are more directly tied to

Table 8: Most Frequently Indicated Regulations

Regulations that Have Benefited Program Development and Implementation Efforts	
86%	Technical assistance from SDPI staff and peer reviewers as part of the program approval process
80%	Competencies and guidelines for professional studies
77%	Minimum 2.5 grade point average for admission to teacher education
73%	Competencies and guidelines for specialty areas
73%	Accreditation by the Southern Association of Colleges and Schools
66%	Methods faculty certification
61%	Passing scores on the NTE Communication Skills and General Knowledge Tests
61%	Completion of two years of general education course work
61%	Required institutional plans for the continuing professional development (certificate renewal) of methods faculty
Regulations that Have Relatively Little or No Impact on Programs	
52%	Standards for approval of innovative and experimental programs
52%	Add-on certification process
45%	95% successful performance of graduates in the Initial Certification Program
45%	70% passing rate of graduates on NTE Professional Knowledge and Specialty Area tests
41%	Completion of two years of general education prior to admission to teacher education
39%	The Chapin Amendment
36%	Collaboration with LEAs on the Initial Certification Program
Regulations that Create Difficulties for Programs	
45%	Procedures for Lateral Entry and Modified Certification
39%	Requirements for alternative or consortium-based certification programs
32%	Preparation of institutional profile/report and documentation for accreditation
32%	The Chapin Amendment
30%	Standards for NCATE accreditation
30%	Candidate for Professional Certification (CPC) process
Regulations Recommended for Modification	
50%	Requirements for alternative or consortium-based certification programs (e.g., lateral entry)
43%	Procedures for Lateral Entry and Modified Certification
34%	The Chapin Amendment
32%	Standards for NCATE accreditation
30%	Collaboration with LEAs on Initial Certification Program
30%	Competencies and guidelines for specialty areas.

teaching performance than the NTE. Respondents also suggested that such a system should include a feedback loop that provides information on the strengths and weaknesses of graduates for use to the IHEs in program improvement efforts.

The results of this study indicate that some of the intents of North Carolina's efforts to improve teacher preparation are indeed being realized. Higher standards for students and extensive state and national reviews have resulted in better students in teacher education and enhanced recognition and credibility for teacher preparation programs.

The findings also suggest that many of the teacher education programs were already at work with their own initiatives for program improvement prior to the state's formal adoption of these specific regulations. For example, a number of institutions explained that certain rules had had no impact because they were already a part of their institutional requirements or processes. In other cases, the creation of a state regulation had a positive impact simply because it added credence to efforts already underway and convinced administrators to supply the needed funding.

When participants were asked to identify the rules and regulations that had created difficulties for their program development and implementation efforts, responses tended to center around problems caused by the **process** of demonstrating compliance, not with higher standards as such. This can be observed in the responses concerning one of the most frequently cited areas of difficulty, program approval. Respondents indicated that the time and energy put into all of the required accreditation activities in the past five years had taken a huge toll on their work with students, research, service, and perhaps most significantly, their efforts to improve their training programs.

For the most part, there were few differences noted between types of institutions and their perceptions regarding the impact of the rules and regulations. Historically minority institutions expressed considerably more concern about the appropriateness of using the NTE for admission, certification, and program approval than did other institutions. Whatever differences appeared to exist between public and private institutions in terms of impact were primarily related to the smaller size of the private institutions. Small institutions reported more difficulties in regulations which depend on the calculation of percentages, such as the 70% NTE passage rule and the 50% rule for admission. For example, even one NTE failure could jeopardize the status of a very small program. In addition, small institutions were somewhat more likely to report that the NCATE process had been excessively expensive and burdensome in relation to the benefits received.

When examining the responses concerning modifications that should be made in the rules and regulations, what occurs repeatedly is the opinion that teacher education in North Carolina can best be enhanced by shifting the emphasis from process to outcomes. The responses to almost all of the rules and regulations revealed consensus on the need for standards and a commitment to accountability. However, some of the rules and regulations that were established in the name of quality assurance and accountability have been experienced as a series of "hoops" that must be jumped. Deans indicated that a better system of reporting outcomes needs to be developed that will provide much needed feedback on performance of their graduates for the purpose of improving pre-service training provided by the institutions.

The shift in emphasis to outcomes was succinctly described by a respondent who said, "What we need is a Senate Bill 2 for teacher preparation." Inherent in the comment was the

recommendation for a focus on outcomes, greater flexibility for decision making at the campus level, and a system of continuous feedback for program development and improvement.

References

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APPENDIX A

TEACHER TRAINING TASK FORCE SURVEY

KENNETH R. HARRIS
CHAIRMAN
CHARLOTTE

BARBARA M. TAPSCOTT
VICE CHAIRMAN
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DONALD D. POLLOCK
KINSTON

PREZELL R. ROBINSON
RALEIGH

NORTH CAROLINA
STATE BOARD OF EDUCATION
Education Building
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

April 7, 1993

Dear

The Teacher Training Task Force is currently studying a number of issues related to improving the preservice training and professional development of public school teachers in North Carolina. One topic of particular interest to the Task Force is the impact of the various state-imposed rules, regulations, and restrictions governing teacher education in North Carolina on college and university training programs.

To better understand this issue, the Task Force has asked the North Carolina Educational Policy Research Center to survey the deans and department chairs of all approved teacher education programs in the state. You should have already received an introductory telephone call from the research staff to brief you on the purpose and procedures for the study. The study will involve your completion of a brief paper-and-pencil questionnaire and participation in a follow-up phone interview.

Please assist us in our study by responding to the enclosed questionnaire, which has been designed to be completed in 30 minutes or less. We encourage you to elaborate on your responses and provide examples as appropriate. In addition, you are welcome to consult with other faculty and staff who assist you in administering the teacher education program at your institution and include their perspectives on this issue. Please be assured that the report submitted to the Teacher Training Task Force will contain only a summary of the responses from all the institutions. At no time will specific responses made by individual participants be identifiable by name or institution.

It is important that your completed questionnaire be returned no later than **Friday, April 23** so that the Task Force can benefit from your input at its May meeting.

The Teacher Training Task Force greatly appreciates your cooperation in responding to the questionnaire and interview. The feedback we receive from this study will be quite valuable as we go about our work during the next few months.

Sincerely,

Cary C. Owen
Task Force Co-Chair

Earl Danieley
Task Force Co-Chair

enclosures

cc: Dr. Mary Wakeford
Dr. Weaver Rogers

TEACHER TRAINING TASK FORCE

Survey of Deans and Department Chairs' Perceptions Regarding the Impact of State Rules and Regulations on Teacher Education Programs

April 1993

The Teacher Training Task Force is gathering input from the deans and department chairs of all North Carolina teacher education programs concerning the impact of various state rules, regulations, and restrictions governing teacher education. This feedback will be given close attention by the Task Force as it considers ways in which teacher training in North Carolina can be enhanced.

For each of the areas listed below, please indicate if the specific state policies and procedures: (a) have had a positive impact on your institution's program development or implementation efforts; (b) have had little or no impact on your institution's program development or implementation efforts; (c) have created difficulties for your institution's program development or implementation efforts; or (d) could be modified to increase the efficiency or effectiveness of teacher training efforts at your institution. Please elaborate on your responses under "Comments," and provide examples as appropriate. You are welcome to continue your responses on a separate sheet if necessary.

The final item on this survey will give you an opportunity to discuss any other aspects of the regulation and implementation of teacher education in North Carolina that you did not find listed here. You will note that the Second Major requirement is not included on this questionnaire. A separate survey focusing on issues related to the Second Major requirement will be conducted this summer, and all UNC institutions will be asked to participate.

All responses will be treated confidentially. The survey results will consist of grouped data; individual responses will not be identifiable by name or institution. Questions regarding any aspect of this questionnaire can be addressed to Dr. Lynn Williford at (919) 962-3471.

****

Instructions: Please place a check mark in the appropriate column to indicate your response to each rule or regulation. You may check more than one response. You are strongly encouraged to elaborate on your responses under "Comments."

I. Program Approval Requirements and Processes:

A. Criteria for Formal Admission to Teacher Education:	Positive Impact	No Impact	Has created difficulties	Should be modified
1. Passing scores on the NTE Communication Skills and General Knowledge Tests				
2. Minimum 2.5 grade point average				
3. Completion of two years of general education course work				
4. The 50% rule: Students must meet the above requirements for formal admission to teacher education before completing more than 50% of the professional sequence including student teaching				

Comments:

B. Outcome Measures of Program Quality

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. Required 70% passing rate for program graduates on the NTE Professional Knowledge and Specialty Area Tests				
2. Successful completion of 95% of program graduates participating in the North Carolina Initial Certification Program				

Comments:

C. State Program Approval

(1) Standards

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. Standards for approval of innovative and experimental programs				
2. Competencies and guidelines for specialty areas				
3. Competencies and guidelines for professional studies				
4. Accreditation of the IHE by the Southern Association of Colleges and Schools (SACS)				
5. Accreditation of the professional education unit by the National Council for the Accreditation of Teacher Education (NCATE). [Note: This requirement is undergoing modification.]				

Comments:

(2) The Review Process

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. Technical assistance provided by SDPI staff and peer reviewers				
2. Preparation of institutional profile/report and documentation				
3. Visit schedule and procedures				
4. Preparation of rejoinders				
5. The role of the State Evaluation Committee				

Comments:

D. Professional development for teacher education program faculty:

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. Methods faculty certification requirement				
2. Required institutional plans for the continuing professional development (certificate renewal) of methods faculty				
3. The Chapin Amendment, involving university faculty in teaching in the public school classrooms				

Comments:

_____

_____

_____

II. Certification (Licensure) Requirements and Regulations

A. Certification Requirements

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. The number of distinct specialty areas and levels				
2. Testing regulations (NTE Professional Knowledge and Specialty Area Tests)				
3. Provisions for alternative or consortium-based certification programs (Lateral Entry, Teach for America, IHE/LEA consortia, etc.)				

Comments:

_____

_____

_____

B. Certification Processes

	Positive Impact	No Impact	Has created difficulties	Should be modified
1. The Candidate for Professional Certification (CPC) system				
2. The application/recommendation process for program graduates				
3. Procedures for Lateral Entry and Modified Certification				
4. Add-on certification process				
5. Initial Certification Program, involving IHE assistance to LEA's with mentoring of beginning teachers				

Comments:

_____

_____

_____

III. Out of all the program approval and certification areas, which requirement(s) or regulation(s) present the greatest barrier to your institution's attempts to develop and implement effective teacher education programs?

IV. General Comments. Are there any other issues related to state requirements and regulations that you would like to bring to the attention of the Task Force? Please elaborate.

****

Thank you very much for taking the time to complete this survey.

Name of Institution:_____

Name, title, and phone number of person completing this questionnaire (so that we can contact the same person for the follow-up phone interview):

_____

Please return this questionnaire by **Friday, April 23** to:

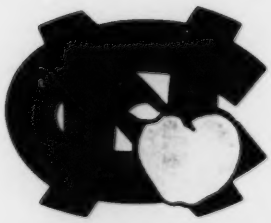
Dr. Lynn Williford
Teacher Training Task Force Survey
North Carolina Educational Policy Research Center
Peabody Hall, CB #3500, UNC-CH
Chapel Hill, NC 27599-3500

A postage-paid envelope is enclosed for your convenience.
Or, you may **FAX** the questionnaire to Dr. Williford at (919) 962-1693.

Introducing the Center

The North Carolina Educational Policy Research Center was established in 1991 through a contract to the School of Education at the University of North Carolina at Chapel Hill from the State Board of Education. The mission of the Center is to strengthen the information base for educational policy decisions in North Carolina to enhance outcomes of schooling for children. The Center seeks to accomplish this mission by:

- conducting policy research and analyses;
- preparing research reports examining broad policy issues, policy briefs providing concise information about specific issues, and quarterly newsletters;
- disseminating research-based information on educational policy issues to North Carolina policymakers, educators and community leaders;
- providing a forum for the discussion of educational policy issues; and,
- training future educational leaders in the conduct and use of policy research.



School of Education
The University of North Carolina at Chapel Hill